



The Sisters of the Sacred Hearts of Jesus and Mary

Care Philosophy

The underlying principle which fashions the philosophy of care at any place run by the Sisters of the Sacred Hearts of Jesus and Mary is a Christian one. Our aim is to promote a positive, caring environment which focuses upon and addresses the needs of each person in our care or to whom we provide a service.



JOB PROFILE	
Department	Teaching and Learning
Job Title	PBS Lead Practitioner
Reports to	Assistant Principal: Achievement and Pastoral
Responsible to:	Principal
Grade	8
Job Purpose	<ul style="list-style-type: none">• The PBS Practitioner will lead on and embed Positive Behaviour Support across the school, in collaboration with the Senior Leadership Team.• Ensuring that behaviour practice is proactive, consistent, ethical, and person-centred in line with PBS principles• The postholder will work collaboratively with students, families, staff, and external professionals to promote quality of life, inclusion, attendance, emotional regulation, and positive outcomes, reducing the need for restrictive practices.• The role is grounded in PBS values, trauma-informed practice, and ethical behaviour support.
JOB DESCRIPTION	
<u>Key Responsibilities</u>	
<u>Positive Behaviour Support Practice</u>	
<ul style="list-style-type: none">• Lead the development, implementation and evaluation of a whole-school PBS framework.• Ensure PBS practice is embedded consistently across all classes and departments.	



- Provide expert oversight of behaviour systems, ensuring alignment with EHCP outcomes, safeguarding frameworks and quality of life indicators.
- Develop robust systems for behaviour data collection, analysis and reporting to Senior Leadership and Governors.
- Lead strategic reduction of restrictive practices through proactive planning, staff development and reflective practice.
- Contribute to school improvement planning and self-evaluation relating to behaviour, wellbeing and engagement.

PBS Practice

- Undertake specialist functional behaviour assessments using evidence-based PBS frameworks.
- Develop, implement and review individualised PBS plans that are proactive, person-centred and skill-focused.
- Ensure behaviour support plans prioritise communication, emotional regulation, independence and environmental adaptation.
- Monitor the effectiveness of interventions through structured data systems and analytical review.
- Lead and model post-incident reflection and debrief processes to strengthen practice and learning.
- Maintain clinical-quality documentation demonstrating impact over time.

Student-Centred Intervention

- Work directly with students who present with complex behaviours, communication needs, and additional learning needs in small groups, 1:1 or in class support
- Autonomously manage a caseload of students and their class teams, prioritise and manage this efficiently and effectively with regard to clinical priorities and use of time
- Promote emotional regulation, independence, engagement, and wellbeing
- Communicate with students in a manner that is accessible and understandable. This may involve producing an easy to understand version of reports or letters.
- Responsible for assessing the physical and social environment around each young person for barriers and potential. Developing plans to remove barriers and build upon potential.
- Ensure student dignity, choice, and voice are central to all interventions

Staff Training and Coaching

- Provide training, modelling, and coaching to teachers and support staff in PBS principles and strategies
- Support staff confidence in responding to distressed behaviour in a calm, consistent, and ethical way
- To work with staff to consider and support staff development, welfare and support structures to enable reflective practices and empathic support to thrive.



- Provide supervision and oversight of Specialist Support Staff (SSAs) and PBS Practitioners within a structured PBS supervision model, working alongside PBS Coaches to ensure fidelity, consistency and high-quality implementation of Positive Behaviour Support across the school.
- Contribute to induction and ongoing professional development programmes
- Develop PBS Outreach and contribute to delivery of programmes

Whole-School PBS Development

- Support senior leaders to embed PBS as a whole-school approach, ensuring consistency of practice across classes and teams
- Contribute to the development and review of behaviour policies and guidance.
- To communicate information concerning the assessment, formulation and intervention plans of students in a skilled, professional and sensitive manner. Support the reduction of restrictive practices through proactive planning, staff training, and reflective practice
- Contribute to baseline assessments, mid-cycle and end of term assessments and PHHS' annual assessment cycle.
- Maintain objective and accurate records and reports on achievement, progress and other matters, collating appropriate evidence and entering data into the school systems accurately and in a timely manner.

Multi-Disciplinary and Family Working

- Coordinate PBS interventions in collaboration with MDT agencies, therapists (OT, SLT), CAMHS, medical professionals, safeguarding leads, Local Authorities, parents and carers to ensure consistency of approach across home, school and community settings.
- Act as a key liaison between school and external agencies, ensuring timely information sharing and integrated planning.
- Arrange, facilitate and attend meetings with external professionals to ensure PBS strategies are clearly communicated, reviewed and aligned with EHCP outcomes and wider therapeutic plans.
- Contribute specialist advice to EHCP reviews, funding applications and professional discussions.
- Provide written reports of a high professional standard.

Family Partnership and Parent Engagement

- Engage parents and carers in PBS assessment, planning and review processes
- Facilitate Parent Forums as part of the school's PBS strategy, promoting partnership working and strengthening parental understanding of PBS principles.



- Support families to promote consistency between home and school approaches
- Provide workshops or guidance sessions to empower parents in supporting emotional regulation and engagement.

Attendance Leadership and Inclusion

- Work with Pastoral Leads to ensure student attendance in line with the DfE statutory guidance *Working Together to Improve School Attendance*, ensuring a whole-school culture that promotes the importance of regular attendance for safeguarding, wellbeing and achievement.
- Establish a clear culture of high expectations for attendance, ensuring students and families understand the link between attendance, emotional wellbeing, safeguarding and long-term outcomes.
- Monitor whole-school attendance daily, weekly and termly, identifying trends, vulnerable groups and persistent absence (including Pupil Premium students and those with complex needs).
- Work in collaboration with the school's Attendance Manager to ensure robust tracking, accurate coding and timely intervention.
- Identify students at risk of persistent or severe absence and coordinate early help responses, integrating PBS, therapeutic, medical, transport and Local Authority support where appropriate.
- Liaise with Senior Leaders and Pastoral Leads to lead structured attendance conversations with families, adopting a supportive, solution-focused and trauma-informed approach to understand barriers before escalation.
- Develop and oversee individual attendance action plans aligned with EHCP outcomes and PBS strategies.
- Undertake home visits where appropriate and in accordance with safeguarding procedures to promote re-engagement.
- Liaise proactively with Local Authorities regarding statutory processes, attendance panels, and formal support pathways where required.
- Ensure attendance practice is inclusive, proportionate and avoids punitive approaches, particularly for students with additional needs or medical vulnerability.
- Provide termly attendance analysis and impact reports to Senior Leadership Team and Governors, demonstrating measurable improvement, early intervention impact and reduction in persistent absence.



Monitoring, Reporting and Governance

- Collect, analyse and interpret behaviour data to evaluate the effectiveness of interventions.
- Present data trends and impact reports to Senior Leadership Team and Governors.
- Demonstrate measurable improvements in engagement, attendance, behaviour and readiness to learn.
- Maintain accurate, confidential and legally compliant records.
- Act in accordance with safeguarding, mental capacity and best interest principles.

Monitoring, Reporting and Safeguarding

- Collect and analyse behaviour data to evaluate the effectiveness of PBS intervention and inform practice and strategic decision-making
- Use evidence to demonstrate improvements in behaviour, engagement, attendance, and readiness to learn
- Maintain accurate, ethical, and confidential records that clearly demonstrate impact over time
- To contribute to EHCP MDT reports and attend EHCP annual reviews as necessary, including advising on changes to PBS packages and writing funding rationales as needed.
- Act in accordance with safeguarding, mental capacity, and best interest principles

Risk Assessments

- Monitor and evaluate the use and reduction of restrictive interventions for students regularly report this information to the Senior Leadership Team
- Ensure risk assessments clearly identify triggers, early warning signs, and potential risks to the individual or others.
- To ensure RA for CYP is maintained and reflective of their needs.
- Liaise with the School Operations Manager and relevant staff to ensure risk assessments for on-site and off-site activities are completed.
- Ensure all control measures are least restrictive and promote inclusion.
- Collaborate with relevant Health, Safety and Education staff to coordinate the Risk Assessment as related to CYP

General

- Ensure that own CPD is maintained through regular supervision and engagement with external CPD activities and other learning opportunities
- To adhere to professional code of conduct/practice and all organisational policies and procedures
- Attend relevant training and take responsibility for your own professional development.
- Maintain a professional portfolio of evidence to support your Performance Management process.



- Make a positive contribution to the overall ethos, vision and aims of the school.
- Be aware of and comply with policies and procedures relating to child and vulnerable adult protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Undertake any other duties, commensurate with the post, to ensure the smooth operation of the responsibilities of the administration team as directed by the Principal.

Decision Making

- Routine decisions regarding the organisation of own work.
- When to refer matters to the Principal or Senior Leadership Team
- When matters are confidential or need to be dealt with sensitively – especially when child protection is involved.

Responsibility

- Organise workload and prioritise on a daily basis using your own initiative and knowledge of the work with minimum supervision from the Principal.
- Meet deadlines and bring appropriate matters to the attention of the Principal.
- Bring matters of concern relating to pre-determined deadlines to the attention of the Principal where necessary.

This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The post holder will be expected to undertake other tasks commensurate with the general level and responsibility of the post as decided by the Principal and/or Governing Body in the context of the schools changing needs.

The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.

Posts working with children and/or vulnerable adults will be subject to an enhanced DBS. Pield Heath House School is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

We recognise the value and worth of those people who we work with and seek to uphold standards of the highest quality. This is to reinforce the dignity and respect of the individual in an atmosphere which is warm, caring, stimulating, accepting and free from all forms of prejudice and discrimination. This means a true partnership between the organisation, parents/carers and authorities or other stakeholders, which will promote the physical, intellectual, emotional and social development of our young people or others in our care, in order that they may achieve their full potential.

The Post Holder is expected to uphold the Christian ethos of the school.



Person Specification			
Criteria		Essential	Desirable
<u>Qualifications and Training</u>	Relevant professional qualification (NVQ4) or degree in psychology, education, therapy, behaviour analysis, or health/social care	✓	
	Recognised Positive Behaviour Support (PBS) qualification	✓	
	English and Maths GCSE at grade C/4 or above	✓	
<u>Knowledge and Experience</u>	Significant experience working with children or young people with complex needs, including learning disabilities and/or autism in a specialist setting	✓	
	Experience conducting functional behaviour assessments and developing PBS plans	✓	
	Experience supporting staff teams to implement behaviour strategies consistently	✓	
	Strong understanding of PBS values, ethics, and evidence-based practice	✓	
	Knowledge of trauma-informed and neuro-affirming approaches	✓	
	Experience in a PBS-accredited or PBS-embedded school		✓
	Experience training or mentoring staff teams		
	Knowledge of Mental Capacity Act and best interest decision-making		✓
	Strong understanding of risk assessment, least-restrictive practice, and legal frameworks.	✓	
<u>Skills and Abilities</u>	Ability to analyse behaviour data and evaluate interventions	✓	
	Ability to link behaviour practice to learning outcomes, wellbeing, and personal development	✓	
	Strong organisational skills, ability to manage multiple tasks, prioritize effectively, and meet deadlines.	✓	
	Attention to detail, a meticulous approach to work and ability to handle sensitive information with confidentiality.	✓	
	Ability to work independently and under pressure, capacity to handle a high workload and adapt to changing priorities	✓	
	Excellent communication skills, an ability to communicate and write clearly and professionally with a variety of stakeholders and audiences.	✓	
	To be highly professional, confidential and discrete.	✓	



Personal Attributes	Values-driven and student-centred	✓	
	Reflective, ethical, and compassionate	✓	
	Collaborative and respectful of multi-disciplinary roles	✓	
	Resilient, adaptable, and emotionally intelligent	✓	
	Committed to continuous professional development	✓	
	Commitment to reducing the use of restrictive practices	✓	
	Willingness to undertake accredited training in safe, lawful physical intervention techniques, where required, to ensure student and staff safety	✓	
	To be proactive, show initiative and use sound judgement.	✓	
	To be able to communicate effectively and positively with all members of the school community.	✓	
	To remain calm under pressure and positive at all times.	✓	
	To be a strong team player.	✓	

Postholder/ Name: _____

Signature: _____

Date: _____